



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

third of a book of this nature to the one problem of municipal ownership is disproportionate to the relative importance of the subject.

ARNOLD B. HALL

NORTHWESTERN UNIVERSITY

---

*A History of Education before the Middle Ages.* By FRANK PIERREPONT GRAVES, PH.D., Professor of the History and Philosophy of Education in the Ohio State University. New York: Macmillan, 1909. Pp. xiv+304. \$1.10 net.

This *History of Education before the Middle Ages* is written with a sociological background and merits, therefore, the notice of the sociologist. Professor Graves construes the history of education in terms of social habit and adaptation. He finds that primitively educational ideas and processes were selected directly from those social habits which a group wished to emphasize. This tended to make fixed and rigid the forms of the social life. As social life grew more complex, however, social habits and traditions came into conflict and broke down, emancipating the individual. Thus arose individualism in education, which made social progress possible, since "the individual is always the progressive factor in social evolution." Moreover, since under such education individuals become more and more differentiated, "there is greater conflict of habits within the group and more rapid progress is possible."

At every step, therefore, Dr. Graves seeks to correlate the history of education with general social history. He begins his survey with the educational processes in vogue among savage peoples; then he takes up the educational systems of barbarism and early civilization, such as those of Egypt, Babylonia, China, India, and Persia. All of these he finds to be non-progressive systems of education. Not until the later history of the Hebrews and the Greeks and the Romans do we find the beginnings of individualism in education. Unfortunately, Professor Graves's interesting volume stops with the opening of the Middle Ages, and he does not tell us when education for social progress begins, or whether it has even yet begun.

CHARLES A. ELLWOOD

THE UNIVERSITY OF MISSOURI